Preventing SCHOOL Failure

Alternative Education for Children and Youth

Annual Index for Volume 51

Authors

Acker, Richard Van, *Antisocial, Aggressive, and Violent Behavior in Children and Adolescents Within Alternative Education Settings: Prevention and Intervention*, Winter (2), 5–12.

Anderson, Kelly M., *TIPS FOR TEACHING: Differentiating Instruction to Include All Students*, Winter (3), 49–54.

Bouck, Emily C., *Co-Teaching...Not Just a Textbook Term: Implications for Practice*, Winter (2), 46–51.

Bullock, Lyndal M., *Introduction to the Special Issue: Alternative Schooling—A Viable Approach to Educating Our Children and Youth*, Fall (1), 3–4.

Bullock, Lyndal M., *Introduction to the Special Issue: Ensuring Student Success Through Alternative Schools*, Winter (2), 3–4.

Cochrane, Wendy S., and Laux, John M., *Investigating School Psychologists' Perceptions of Treatment Integrity in School-Based Interventions for Children With Academic and Behavior Concerns*, Summer (4), 29–34.

DeSocio, Janiece, VanCura, Maureen, Nelson, Linda A., Hewitt, Gary, Kitzman, Harriet, and Cole, Robert, *Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot*, Spring (3), 3–11.

Estes, Mary Bailey, *Charter Schools: Do They Work for Troubled Students?*, Fall (1), 55–61.

Etscheidt, Susan, *The Excusal Provision of the IDEA 2004: Streamlining Procedural Compliance or Prejudicing Rights of Students With Disabilities?*, Summer (4), 13–18.

Gable, Robert A., Bullock, Lyndal M., and Evans, William H., *Changing Perspectives on Alternative Schooling for Children and Adolescents With Challenging Behavior*, Fall (1), 5–9.

Gagnon, Joseph Calvin, and Bottge, Brian A., *Mathematics Instruction in Secondary Interim, Short- and Long-Term Alternative School Placements*, Fall (1), 39–47.

Hughes, Anne Fitzsimons, and Adera, Beatrice, *Education and Day Treatment Opportunities in Schools: Strategies That Work*, Fall (1), 26–30.

Jones, Melanie M., Lignugaris/Kraft, Benjamin, and Peterson, Stephanie M., *The Relationship Between Task Demands and Student Behavior Problems During Reading Instruction: A Case Study*, Summer (4), 19–28.

Kaff, Marilyn S., Zabel, Robert H., and Milham, Morgan, *Revisiting Cost-Benefit Relationships of Behavior Management Strategies: What Special Educators Say About Usefulness, Intensity, and Effectiveness*, Winter (2), 35–45.

Kalis, Tara M., Vannest, Kimberly J., and Parker, Rich, *Praise Counts: Using Self-Monitoring to Increase Effective Teaching Practices*, Spring (3), 20–27.

Lane, Kathleen Lynne, Barton-Arwood, Sally M., Spencer, Jane Lawrence, and Kalberg, Jemma Robertson, *Teaching Elementary School Educators to Design, Implement, and Evaluate Functional Assessment-Based Interventions: Success and Challenges*, Summer (4), 36–46.

Marr, Mary Beth and Dugan, Katherine Keller, *TIPS FOR TEACHING Using Partners to Build Reading Fluency*, Winter (2), 52–55.

McCurdy, Barry L., Kunsch, Catherine, and Reibstein, Sally, *Secondary Prevention in the Urban School: Implementing the Behavior Education Program*, Spring (3), 12–19.

Menendez, Athony L., *Supports and Enhancements Designed for Alternative School Programming*, Winter (2), 19-22.

Nowacek, E. Jane, and Mamlin, Nancy, *General Education Teachers and Students With ADHD: What Modifications Are Made?*, Spring (3), 28–35.

Ornelles, Cecily, *Providing Classroom-Based Intervention to At-Risk Students to Support Their Academic Engagement and Interactions With Peers*, Summer (4), 3–12.

Patterson, Philip D., and Tullis, Lorraine, *Guidelines for Providing Homebound Instruction to Students With Disabilities*, Winter (2), 29–33.

Pelco, Lynn E., and Reed-Victor, Evelyn, *Self-Regulation and Learning-Related Social Skills: Intervention Ideas for Elementary School Students*, Spring (3), 36–42.

Platt, John S., Casey, Richard E., and Faessel, Richard T., *The Need for a Paradigmatic Change in Juvenile Correctional Education*, Fall (1), 31–38.

Quinn, Mary Magee, Poirier, Jeffrey M., Faller, Susan E., Gable, Robert A., and Tonelson, Steven W., *An Examination of School Climate in Effective Alternative Programs*, Fall (1), 11–17.

Smith, Karen S., Rook, Johan Erik, and Smith, Thomas W., *Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas*, Spring (3), 43–48.

Tam, Kai Yung (Brian), Heng, Mary Anne, and Bullock, Lyndal M., *What Provokes Young People to Get Into Trouble: Singapore Stories*, Winter (2), 13–17.

Tissington, Laura D., *History: Our Hope for the Future*, Fall (1), 19–25.

Tissington, Laura D., and Grow, Amani, *Alternative Certified Teachers and Children at Risk*, Winter (2) 23–27.

Valore, Thomas G., Cantrell, Mary Lynn, and Cantrell, Robert P., *Preparing for Passage*, Fall (1), 49–54.

Yearwood, Douglas L., and Abdum-Muhaymin, Jibril, *Juvenile Structured Day Programs for Suspended and Expelled Youth: An Evaluation of Process and Impact*, Summer (4), 48–59.

Preventing SCHOOL Failure

Alternative Education for Children and Youth

Annual Index for Volume 51

Authors

Acker, Richard Van, *Antisocial, Aggressive, and Violent Behavior in Children and Adolescents Within Alternative Education Settings: Prevention and Intervention*, Winter (2), 5–12.

Anderson, Kelly M., *TIPS FOR TEACHING: Differentiating Instruction to Include All Students*, Winter (3), 49–54.

Bouck, Emily C., *Co-Teaching...Not Just a Textbook Term: Implications for Practice*, Winter (2), 46–51.

Bullock, Lyndal M., *Introduction to the Special Issue: Alternative Schooling—A Viable Approach to Educating Our Children and Youth*, Fall (1), 3–4.

Bullock, Lyndal M., *Introduction to the Special Issue: Ensuring Student Success Through Alternative Schools*, Winter (2), 3–4.

Cochrane, Wendy S., and Laux, John M., *Investigating School Psychologists' Perceptions of Treatment Integrity in School-Based Interventions for Children With Academic and Behavior Concerns*, Summer (4), 29–34.

DeSocio, Janiece, VanCura, Maureen, Nelson, Linda A., Hewitt, Gary, Kitzman, Harriet, and Cole, Robert, *Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot*, Spring (3), 3–11.

Estes, Mary Bailey, *Charter Schools: Do They Work for Troubled Students?*, Fall (1), 55–61.

Etscheidt, Susan, *The Excusal Provision of the IDEA 2004: Streamlining Procedural Compliance or Prejudicing Rights of Students With Disabilities?*, Summer (4), 13–18.

Gable, Robert A., Bullock, Lyndal M., and Evans, William H., *Changing Perspectives on Alternative Schooling for Children and Adolescents With Challenging Behavior*, Fall (1), 5–9.

Gagnon, Joseph Calvin, and Bottge, Brian A., *Mathematics Instruction in Secondary Interim, Short- and Long-Term Alternative School Placements*, Fall (1), 39–47.

Hughes, Anne Fitzsimons, and Adera, Beatrice, *Education and Day Treatment Opportunities in Schools: Strategies That Work*, Fall (1), 26–30.

Jones, Melanie M., Lignugaris/Kraft, Benjamin, and Peterson, Stephanie M., *The Relationship Between Task Demands and Student Behavior Problems During Reading Instruction: A Case Study*, Summer (4), 19–28.

Kaff, Marilyn S., Zabel, Robert H., and Milham, Morgan, *Revisiting Cost-Benefit Relationships of Behavior Management Strategies: What Special Educators Say About Usefulness, Intensity, and Effectiveness*, Winter (2), 35–45.

Kalis, Tara M., Vannest, Kimberly J., and Parker, Rich, *Praise Counts: Using Self-Monitoring to Increase Effective Teaching Practices*, Spring (3), 20–27.

Lane, Kathleen Lynne, Barton-Arwood, Sally M., Spencer, Jane Lawrence, and Kalberg, Jemma Robertson, *Teaching Elementary School Educators to Design, Implement, and Evaluate Functional Assessment-Based Interventions: Success and Challenges*, Summer (4), 36–46.

Marr, Mary Beth and Dugan, Katherine Keller, *TIPS FOR TEACHING Using Partners to Build Reading Fluency*, Winter (2), 52–55.

McCurdy, Barry L., Kunsch, Catherine, and Reibstein, Sally, *Secondary Prevention in the Urban School: Implementing the Behavior Education Program*, Spring (3), 12–19.

Menendez, Athony L., *Supports and Enhancements Designed for Alternative School Programming*, Winter (2), 19-22.

Nowacek, E. Jane, and Mamlin, Nancy, *General Education Teachers and Students With ADHD: What Modifications Are Made?*, Spring (3), 28–35.

Ornelles, Cecily, *Providing Classroom-Based Intervention to At-Risk Students to Support Their Academic Engagement and Interactions With Peers*, Summer (4), 3–12.

Patterson, Philip D., and Tullis, Lorraine, *Guidelines for Providing Homebound Instruction to Students With Disabilities*, Winter (2), 29–33.

Pelco, Lynn E., and Reed-Victor, Evelyn, *Self-Regulation and Learning-Related Social Skills: Intervention Ideas for Elementary School Students*, Spring (3), 36–42.

Platt, John S., Casey, Richard E., and Faessel, Richard T., *The Need for a Paradigmatic Change in Juvenile Correctional Education*, Fall (1), 31–38.

Quinn, Mary Magee, Poirier, Jeffrey M., Faller, Susan E., Gable, Robert A., and Tonelson, Steven W., *An Examination of School Climate in Effective Alternative Programs*, Fall (1), 11–17.

Smith, Karen S., Rook, Johan Erik, and Smith, Thomas W., *Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas*, Spring (3), 43–48.

Tam, Kai Yung (Brian), Heng, Mary Anne, and Bullock, Lyndal M., *What Provokes Young People to Get Into Trouble: Singapore Stories*, Winter (2), 13–17.

Tissington, Laura D., *History: Our Hope for the Future*, Fall (1), 19–25.

Tissington, Laura D., and Grow, Amani, *Alternative Certified Teachers and Children at Risk*, Winter (2) 23–27.

Valore, Thomas G., Cantrell, Mary Lynn, and Cantrell, Robert P., *Preparing for Passage*, Fall (1), 49–54.

Yearwood, Douglas L., and Abdum-Muhaymin, Jibril, *Juvenile Structured Day Programs for Suspended and Expelled Youth: An Evaluation of Process and Impact*, Summer (4), 48–59.

Titles

Alternative Certified Teachers and Children at Risk, Laura D. Tissington and Amani Grow, Winter (2), 23–27.

An Examination of School Climate in Effective Alternative Programs, Mary Magee Quinn, Jeffrey M. Poirier, Susan E. Faller, Robert A. Gable, and Steven W. Tonelson, Fall (1), 11–17.

Antisocial, Aggressive, and Violent Behavior in Children and Adolescents Within Alternative Education Settings: Prevention and Intervention, Richard Van Acker, Winter (2), 5–12.

Changing Perspectives on Alternative Schooling for Children and Adolescents With Challenging Behavior, Robert A. Gable, Lyndal M. Bullock, and William H. Evans, Fall (1), 5–9.

Charter Schools: Do They Work for Troubled Students? Mary Bailey Estes, Fall (1), 55–61.

Co-Teaching ... Not Just a Textbook Term: Implications for Practice, Emily C. Bouck, Winter (2), 46–51.

Education and Day Treatment Opportunities in Schools: Strategies That Work, Anne Fitzsimons Hughes and Beatrice Adera, Fall (1), 26–30.

Engaging Truant Adolescents: Results From a Multifaceted Intervention Pilot, Janiece DeSocio, Maureen VanCura, Linda A. Nelson, Gary Hewitt, Harriet Kitzman, and Robert Cole, Spring (3), 3–11.

General Education Teachers and Students With ADHD: What Modifications Are Made?, E. Jane Nowacek and Nancy Mamlin, Spring (3), 28–35.

Guidelines for Providing Homebound Instruction to Students With Disabilities, Philip D. Patterson and Lorraine Tullis, Winter (2), 29–33.

History: Our Hope for the Future, Laura D. Tissington, Fall (1), 19–25.

Increasing Student Engagement Using Effective and Metacognitive Writing Strategies in Content Areas, Karen S. Smith, Johan Erik Rook, and Thomas W. Smith, Spring (3), 43–48.

Introduction to the Special Issue: Alternative Schooling—A Viable Approach to Educating Our Children and Youth, Lyndal M. Bullock, Fall (1), 3–4.

Introduction to the Special Issue: Ensuring Student Success Through Alternative Schools, Lyndal M. Bullock, Winter (2), 3–4.

Investigating School Psychologists' Perceptions of Treatment Integrity in School-Based Interventions for Children With Academic and Behavior Concerns, Wendy S. Cochrane and John M. Laux, Summer (4), 29–34.

Juvenile Structured Day Programs for Suspended and Expelled Youth: An Evaluation of Process and Impact, Douglas L. Yearwood and Jibril Abdum-Muhaymin, Summer (4), 48–59.

Mathematics Instruction in Secondary Interim, Short- and Long-Term Alternative School Placements, Joseph Calvin Gagnon and Brian A. Bottge, Fall (1), 39–47.

Praise Counts: Using Self-Monitoring to Increase Effective Teaching Practices, Tara M. Kalis, Kimberly J. Vannest, and Rich Parker, Spring (3), 20–27.

Preparing for Passage, Thomas G. Valore, Mary Lynn Cantrell, and Robert P. Cantrell, Fall (1), 49–54.

Providing Classroom-Based Intervention to At-Risk Students to Support Their Academic Engagement and Interactions With Peers, Cecily Ornelles, Summer (4), 3–12.

Revisiting Cost-Benefit Relationships of Behavior Management Strategies: What Special Educators Say About Usefulness, Intensity, and Effectiveness, Marilyn S. Kaff, Robert H. Zabel, and Morgan Milham, Winter (2), 35–45.

Secondary Prevention in the Urban School: Implementing the Behavior Education Program, Barry L. McCurdy, Catherine Kunsch, and Sally Reibstein, Spring (3), 12–19.

Self-Regulation and Learning-Related Social Skills: Intervention Ideas for Elementary School Students, Lynn E. Pelco and Evelyn Reed-Victor, Spring (3), 36–42.

Supports and Enhancements Designed for Alternative School Programming, Athony L. Menendez, Winter (2), 19–22.

Teaching Elementary School Educators to Design, Implement, and Evaluate Functional Assessment-Based Interventions: Success and Challenges, Kathleen Lynne Lane, Sally M. Barton-Arwood, Jane Lawrence Spencer, and Jemma Robertson Kalberg, Summer (4), 36–46.

The Excusal Provision of the IDEA 2004: Streamlining Procedural Compliance or Prejudicing Rights of Students With Disabilities?, Susan Etscheidt, Summer (4), 13–18.

The Need for a Paradigmatic Change in Juvenile Correctional Education, John S. Platt, Richard E. Casey, and Richard T. Faessel, Fall (1), 31–38.

The Relationship Between Task Demands and Student Behavior Problems During Reading Instruction: A Case Study, Melanie M. Jones, Benjamin Lignugaris/Kraft, and Stephanie M. Peterson, Summer (4), 19–28.

TIPS FOR TEACHING: Differentiating Instruction to Include All Students, Kelly M. Anderson, Winter (3), 49–54.

TIPS FOR TEACHING: Using Partners to Build Reading Fluency, Mary Beth Marr and Katherine Keller Dugan, Winter (2), 52–55.

What Provokes Young People to Get Into Trouble: Singapore Stories, Kai Yung (Brian) Tam, Mary Anne Heng, and Lyndal M. Bullock, Winter (2), 13–17.